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on Education, the office at the head of the educational system, but had been given a seat in the cabinet. His predecessor in the office in Lord Salisbury's administration had not been in the cabinet. In his present office Mr. Acland has devoted himself earnestly to the advance of secondary education. He is not only officially, but really at the head of the earnest movement in Great Britain for the improvement of secondary schools. He has in this work shown large capacity as a leader in educational progress.

C. H. T.

OUTLOOK NOTES

The full effect of the Report of the Committee of Ten is only beginning to be felt. Perhaps its greatest service has been accomplished in directions that the originators of the movement did not have in mind, or at least did not specify. For one thing, the report has struck a fatal blow at sectionalism in education. For the first time we have not only the beginning but the substance of a national feeling in educational matters. The committee's report has proved in its effects of the highest patriotic importance. It has set school men all over the United States talking and thinking along the same lines. Surprisingly intelligent and valuable criticisms and discussions have come from all parts of the Union. It cannot be denied that the West has been most generous in its criticism and most prompt to accept the report as a basis for actual work. The first experiment in running the model programmes was made in Michigan, and large advances have been made in that state and in California toward establishing uniform entrance requirements and courses of study based upon the work of the Committee of Ten.

The work has been not alone that of patriots but even more markedly that of pioneers. We have distinctly begun to break up the wilderness. We could much more truly have characterized our secondary education, in the language of Mr. Goschen,

as a "chaos of areas, a chaos of rates, and a chaos of authorities" two years ago than to-day. Everywhere the inclination to take hold and clear up some tract of the great area of education is distinctly manifested. Whereas the tendency in our large educational meetings but yesterday was to a general discussion of rather vague topics, at present scarcely a meeting is held at which some committee is not appointed to report upon some definite problem or some previously appointed committee does not submit its report. These reports embody careful research and are apt to be accepted as final, for the time at least, on their special subjects. Most significant of such actions are the adoption of the new English requirements by united action of the New England Association of Colleges and Preparatory Schools and of the Association of College and Preparatory Schools of the Middle States and Maryland, an action likely to be ratified by the schools of the Northwest, so that we shall gain a practically uniform standard in English; the appointment of the Committee of Fifteen of the National Department of Superintendence, the careful studies undertaken by the Michigan School Masters' Club and by the Committee at the University of California to determine upon the necessary modifications of the report of the Committee of Ten to make it a standard for college admission, both of which committees have done an enormous amount of work and collected an immense quantity of statistics; the appointment at the Baltimore meeting of the Middle States Association of the Committee on College Statistics; and the recent appointment at the Syracuse meeting of the Associated Principals of New York State of a committee to formulate a line of investigation to be pursued by that Association. These and many more that might be quoted, show the general feeling that the time for progressive action has arrived. Each of these reports ought to contribute something of permanent value to the sum total of educational fact. The impulse for all this pioneer work in clearing up the wilderness must be accorded to the Committee of Ten.

One of the truest words heard lately was the saying of Professor Remsen in his address at the Baltimore meeting that the colleges must look out or they will abolish themselves. At Syracuse, at the Principals' Meeting, it was stated that the difficulty with the report of the Committee of Ten was that it dealt with entrance requirements to universities, not with entrance requirements to colleges. The criticism was partly justified. It is time for somebody, and who should do it if not the secondary school master?—to call a halt on the apparently ever increasing tendency to raise the requirements for admission to that school which lies beyond the secondary school, whether its name be college, university or what not. For several years a movement has gone on without a protest which has for its only logical outcome the transmutation of secondary schools into colleges, colleges into universities, and universities into something new under the sun. The latest development of the movement has been an effort to promote grammar schools into high schools. No great popular movement has yet been started to raise the standard of the kindergarten, but such a movement is about due. The situation is wicked. The worst of it comes from the confusion of colleges and universities. There are many small colleges that talk a good deal about their mission and yet feel that they cannot respect themselves or be respected unless they put up their requirements to the same level as those of the universities. They thus lose a large part of the clientele they ought to have and fail almost totally to attract students who would naturally go to the large universities and are prepared to do so. A college education is one thing and a university education an entirely different thing; the two have different purposes, different aims, different methods, and should have different material. By lengthening out the course in the high schools and academies and so forcing up the standard of graduation from those schools further than is now the case, it may be that the high schools themselves will not suffer much, but fewer of their graduates will probably have time for the college course. The high school will become the finishing

school instead of the college ; or else, until our professional schools raise their standard very much higher than it is at present, an increasing number will go direct from the high school to the professional school, skipping the college training.

Must Greek go ? The cry is not a new one but it is rather persistent. President Schurman in his latest report devotes no little space to the discussion of the advisability of retaining Greek for the Arts course. At the Syracuse meeting Secretary Dewey boldly stated that in his judgment Greek would have to go, as so many things must come into the course and Greek could be apparently sacrificed better than any other study. It would be relegated to the college. Whether everyone agreed with him or not is a question, but certainly no one combated his opinion and there were a good many who approved of it. The case is stated thus. Every year new studies are clamoring for admission to the secondary course. That course is crowded already, and a new subject of importance can only be included by excluding something already in. There is no other subject except Greek that takes up anything like the same amount of time, and the dropping of Greek would make room for a great many of the so-called new subjects. There are not a few people who believe very firmly that to drop Greek would be a decided advantage ; there are others who are doubtful, and some who believe it would be a misfortune, but certainly none of the other subjects that require an equal expenditure of time could possibly be dropped. Granting these premises, the conclusion follows of itself. Just now the question is not really pressing. The burning question is that of proper adjustment of the relations between secondary schools and the schools just above them, centring about entrance requirements. This question will last some time yet. By the time it is out of the way several things will be clearer than they are now, among others, perhaps, that a short cut to omniscience is not the permanent fundamental of American education, and that we, too, can afford a little time for culture, and that a well-educated

man may succeed in the United States if he does begin his professional work as late as twenty-five years of age.

C. H. Thurber

THE EDUCATION OF A NATURALIST*

In the early days of science, when there was a good deal of unclaimed and uncultivated ground lying about, men sometimes dropped into science by the merest chance, some of them with but little preparaeion for the work, and many of them with less. Nowadays we have changed all that. And yet, as might be expected, there are still plenty of persons of intelligence who have no conception whatever of the duties of a scientific man ; those who imagine that science as a profession can be picked up just as the duties of certain civil offices, or of clerical positions, may be readily learned and performed by any man of ordinary intelligence. Among the applications I have received for employment upon geological surveys under my direction, one man gave as a reason why he should be employed that he was a graduate of West Point ; another was interested in geology and had read many books upon the subject, among which he cited some of the vaporings of Ignatius Donnelly ; another used to be acquainted with Professor Winchell ; and another was in poor health and thought field-work would be good for him ; and still another was a consistent member of the Presbyterian church. At least half of the applicants have asked for employment because they understood ordinary land surveying ; and one of them admitted that he had no other qualification than that he was "a good hand to camp out."

But this dropping into science of such men is no longer possible, and we now realize that those who are to do the scientific work of to-day and of the future must be thoroughly grounded in their college training, or its equivalent, and they must bring to their work the best and broadest scholarship and the most thorough special training.

*Commencement Address, Leland Stanford Junior University.